

EVALUATING PROGRAMS AND PROCESSES

You and your staff might be thinking that conducting a full-blown program evaluation is too difficult to do in-house. A very easy and powerful start to evaluating all programs is to make a list of the programs and processes that are being implemented, or intended to be implemented, in your school (described in Chapter 6, and shown in the School Process Data Inventory, Appendix B4). Then use the *Measuring Programs and Processes* Table (Appendix D). This same process can be used very powerfully to evaluate the school mission and vision. In Chapter 9, you saw Somewhere School’s vision in creation. Figure 12.1 shows how Somewhere School used the *Measuring Programs and Processes* Table to set up the evaluation of their vision. This table is a very powerful way to lay out the evaluation of the vision. The creation of the table before implementation helps ensure a more robust implementation.

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Figure 12.1
SOMEWHERE ELEMENTARY SCHOOL VISION

PURPOSE		PARTICIPANTS	IMPLEMENTATION	How is implementation being measured? (Should it be measured differently?)	RESULTS	
What is the purpose of our school?	What are the outcomes of the purpose?	Who is the program/process intended to serve?	What will it look like when the purpose is fully implemented?		What are the results?	
The purpose of Somewhere School is— To educate <i>all</i> students so that they may achieve their dreams and better the world. The mission of Somewhere Elementary School is to provide all students with the knowledge and tools they will need to be successful citizens and workers in the 21 st Century.	When the purpose of Somewhere School is met, all students will— <ul style="list-style-type: none">• be on track to graduate from high school, college and career ready for citizenship and success in the 21st Century;• become <i>life-long learners</i>;• learn with resources that support work typical of the 21st Century workplace (e.g., technology). Teachers will— <ul style="list-style-type: none">• become a part of a collaborative professional community that values and strives for continuous school improvement.• help <i>all</i> parents support their children's success.• bring the community into the life of the school and the school into the life of the community.• provide a physically, emotionally, and intellectually safe environment that encourages students to become creators and innovators who improve the world.	All students will be served by all teachers who are committed to implementing the vision.	Every student would be on track for high school graduation and would be prepared for citizenship, college and career in the 21 st Century workplace. Students would be inquisitive and accustomed to using critical thinking skills and technology in their daily work. Classroom observations would reveal students engaged in deep and authentic tasks (constructivism) with teachers serving as facilitators who are continually collecting formative assessment data that enable them to provide the just-in-time instructional adjustments and re-teaching (direct instruction) required to ensure success and prevent school failure. Students are found in after-school programs that build on what they learned in class, offer assistance with homework, and provide extended resources (e.g., computers). Student attendance is very high, tardies very low, and drop-outs nonexistent. Students feel respected. In faculty meetings and in the school's Communities of Professional Practice sessions, teachers and leaders, like their students, are engaged in deep work, analyzing standards, developing an aligned curriculum/instruction/assessment system that is focused, coherent, and explainable to parents and community. Teachers and leaders work collaboratively to build a school environment that is inviting and dynamic - a fun place to work and learn for students and staff. Parents and community members participate monthly in classroom sessions where teachers explain what their students will be learning in the next month and why. In the teachers' workroom, teachers talk excitedly about successes in their classrooms that morning, ask others for advice, share information and strategies, and offer help to each other. Student assessment results reflect an effective instructional program implemented with fidelity. No teacher or leader wants to leave this school.	The implementation of the Somewhere School vision and mission will be measured through a vision monitoring tool created by staff.	Our current results are our baseline. As our school data profile shows, we have many areas to work on. Student proficiency in all subject areas. Instructional coherence. Behavior. Collaboration. Integrating technology meaningfully in classroom.	
		Who is being served? Who is not being served?				To what degree is the program being implemented?
		Currently, not all students are being served in the fashion Somewhere Elementary School wants them to be served. We still have students not proficient in all subjects, students who do not feel challenged with the work provided, and students who do not feel respected by other students.		We are just starting, however, the vision, plan, leadership structures, data teams, and partnerships are in place. We just need to keep implementing as intended.		
NEXT STEPS: Our next steps are spelled out nicely in our continuous school improvement plan, vision, and data profile.						